Author Index to Volume 88

Key to Pagination

Issue No.	*Month*	*Pages*
1	March	1–200
2	June	201–384
3	September	385–592
4	December	593–786

ARTICLES

Abbott, Robert D.—*see* Robinson, Nancy M.
Ackerman, Phillip L.—*see* Goska, Robert E.
Ackerman, Phillip L.—*see* Rolfhus, Eric L.
Anderson, Craig A.—*see* Slusher, Morgan P.
Armstead, Penny—*see* Newstead, Stephen E.
Arunkumar, Revathy—*see* Midgley, Carol

Beller, Michal, and Gafni, Naomi—The 1991 International Assessment of Educational Progress in Mathematics and Sciences: The Gender Differences Perspective ... 365
Berninger, Virginia W.—*see* Robinson, Nancy M.
Bisanz, Gay L.—*see* McClure, Karen K.
Bove, William—*see* Mayer, Richard E.
Bridgeman, Brent, and Morgan, Rick—Success in College for Students With Discrepancies Between Performance on Multiple-Choice and Essay Tests 333
Britt, M. Anne—*see* Rouet, Jean-François
Brown, Rachel, Pressley, Michael, Van Meter, Peggy, and Schuder, Ted—A Quasi-Experimental Validation of Transactional Strategies Instruction With Low-Achieving Second-Grade Readers 18
Brunot, Sophie—*see* Monteil, Jean Marc
Bryman, Alexandra—*see* Mayer, Richard E.
Busse, Julie—*see* Robinson, Nancy M.
Byrne, Barbara M., and Worth Gavin, Darlene A.—The Shavelson Model Revisited: Testing for the Structure of Academic Self-Concept Across Pre-, Early, and Late Adolescents 215

Chen, Chuansheng, Lee, Shin-ying, and Stevenson, Harold W.—Long-Term Prediction of Academic Achievement of American, Chinese, and Japanese Adolescents 750
Chen, RuSan—*see* Vellutino, Frank R.
Chiarello, Karen S.—*see* Hall, Vernon C.
Cooper, Martin—*see* Marcus, Nadine
Cordón, Luis A., and Day, Jeanne D.—Strategy Use on Standardized Reading Comprehension Tests 288
Cordova, Diana I., and Lepper, Mark R.—Intrinsic Motivation and the Process of Learning: Beneficial Effects of Contextualization, Personalization, and Choice 715
Cottrell, Jane E.—*see* Winer, Gerald A.
Curran, Catherine E., Kintsch, Eileen, and Hedberg, Natalie—Learning-Disabled Adolescents' Comprehension of Naturalistic Narratives 494

Damphousse, Kelly R.—*see* Kaplan, Diane S.
Daneman, Meredyth—*see* Rukavina, Irene
Day, Jeanne D.—*see* Cordón, Luis A.
Defty, Neil—*see* Snowling, Margaret J.
Denckla, Martha B.—*see* Vellutino, Frank R.
Donnelly, Carol M.—*see* McDaniel, Mark A.
Douglas, Graham—*see* Purdie, Nola

Echols, Laura D., West, Richard F., Stanovich, Keith E., and Zehr, Kathleen S.—Using Children's Literacy Activities to Predict Growth in Verbal Cognitive Skills: A Longitudinal Investigation 296
Edmondson, Beverly—*see* Hall, Vernon C.
Evans, Mary Ann—Reticent Primary Grade Children and Their More Talkative Peers: Verbal, Nonverbal, and Self-Concept Characteristics 739

Ferreira, Fernanda—*see* McClure, Karen K.
Fletcher, Jack M.—*see* Foorman, Barbara R.
Fletcher, Jack M.—*see* Francis, David J.
Foorman, Barbara R., Francis, David J., Fletcher, Jack M., and Lynn, Ann—Relation of Phonological and Orthographic Processing to Early Reading: Comparing Two Approaches to Regression-Based, Reading-Level-Match Designs 639
Francis, David J.—*see* Foorman, Barbara R.
Francis, David J., Shaywitz, Sally E., Stuebing, Karla K., Shaywitz, Bennett A., and Fletcher, Jack M.—Developmental Lag Versus Deficit Models of Reading Disability: A Longitudinal, Individual Growth Curves Analysis 3
Franklyn-Stokes, Arlene—*see* Newstead, Stephen E.

Gafni, Naomi—*see* Beller, Michal
Gomez, Rebecca L., Hadfield, O. D., and Housner, Lynn D.—Conceptual Maps and Simulated Teaching Episodes as Indicators of Competence in Teaching Elementary Mathematics 572
Goska, Robert E., and Ackerman, Phillip L.—An Aptitude–Treatment Interaction Approach to Transfer Within Training 249
Goulandris, Nata—*see* Snowling, Margaret J.
Gralinski, J. Heidi—*see* Stipek, Deborah

Hadfield, O. D.—*see* Gomez, Rebecca L.
Hagen, Anastasia S.—*see* Reed, JoyLynn H.
Hall, Vernon C., Chiarello, Karen S., and Edmondson, Beverly—Deciding Where Knowledge Comes From Depends on Where You Look 305
Hannafin, Robert D., and Sullivan, Howard J.—Preferences and Learner Control Over Amount of Instruction 162
Harrison, Paul D., Ryan, Joseph M., and Moore, Philip S.—College Students' Self-Insight and Common Implicit Theories in Ratings of Teaching Effectiveness 775
Hatch, Jill A.—*see* Wallace, David L.
Hattie, John—*see* Purdie, Nola
Hayes, John R.—*see* Wallace, David L.
Hedberg, Natalie—*see* Curran, Catherine E.
Housner, Lynn D.—*see* Gomez, Rebecca L.
Hudson, Ernie—*see* Sénéchal, Monique
Huguet, Pascal—*see* Monteil, Jean Marc

Kang, Kyungseok—*see* Shumow, Lee
Kaplan, Diane S., Damphousse, Kelly R., and Kaplan, Howard B.—Moderating Effects of Gender on the Relationship Between Not Graduating From High School and Psychological Dysfunction in Young Adulthood ... 760
Kaplan, Howard B.—*see* Kaplan, Diane S.
Karabenick, Stuart A.—Social Influences on Metacognition: Effects of Colearner Questioning on Comprehension Monitoring 689
Kardash, CarolAnne M., and Scholes, Roberta J.—Effects of Preexisting Beliefs, Epistemological Beliefs, and Need for Cognition on Interpretation of Controversial Issues 260
Kintsch, Eileen—*see* Curran, Catherine E.
Kluwin, Thomas N.—*see* Stinson, Michael S.

Lawson, E. Penelope—*see* Sénéchal, Monique
Lee, Shin-ying—*see* Chen, Chuansheng
LeFevre, Jo-Anne—*see* Sénéchal, Monique
Lepper, Mark R.—*see* Cordova, Diana I.
Licht, Barbara G.—*see* Simpson, Sharon M.
Lorch, Elizabeth Pugzles—*see* Lorch, Robert F., Jr.
Lorch, Robert F., Jr., and Lorch, Elizabeth Pugzles—Effects of Organizational Signals on Free Recall of Expository Text 38
Lovett, Suzanne B., and Pillow, Bradford H.—Development of the Ability to Distinguish Between Comprehension and Memory: Evidence From Goal-State Evaluation Tasks 546
Lynn, Ann—*see* Foorman, Barbara R.

Marcus, Nadine, Cooper, Martin, and Sweller, John—Understanding Instructions 49
Mars, Rebecca—*see* Mayer, Richard E.
Marsh, Herbert W., and Roche, Lawrence A.—Structure of Artistic Self-Concepts for Performing Arts and Non–Performing Arts Students in a Performing Arts High School: "Setting the Stage" With Multigroup Confirmatory Factor Analysis 461
Mason, Robert A.—*see* Rouet, Jean-François
Mayer, Richard E., Bove, William, Bryman, Alexandra, Mars, Rebecca, and Tapangco, Lene—When Less Is More: Meaningful Learning From Visual and Verbal Summaries of Science Textbook Lessons 64
Mayer, Richard E.—*see* Quilici, Jill L.
McAllister, Hunter A.—Self-Serving Bias in the Classroom: Who Shows It? Who Knows It? 123
McClure, Karen K., Ferreira, Fernanda, and Bisanz, Gay L.—Effects of Grade, Syllable Segmentation, and Speed of Presentation on Children's Word-Blending Ability 670
McDaniel, Mark A., and Donnelly, Carol M.—Learning With Analogy and Elaborative Interrogation 508
Midgley, Carol, Arunkumar, Revathy, and Urdan, Timothy C.—"If I Don't Do Well Tomorrow, There's a Reason": Predictors of Adolescents' Use of Academic Self-Handicapping Strategies 423
Midgley, Carol—*see* Roeser, Robert W.
Miller, Walden—*see* Wallace, David L.
Miserandino, Marianne—Children Who Do Well in School: Individual Differences in Perceived Competence and Autonomy in Above-Average Children 203
Monteil, Jean Marc, Brunot, Sophie, and Huguet, Pascal—Cognitive Performance and Attention in the Classroom: An Interaction Between Past and Present Academic Experiences 242
Moore, Philip S.—*see* Harrison, Paul D.
Morgan, Rick—*see* Bridgeman, Brent
Mosenthal, Peter B.—Understanding the Strategies of Document Literacy and Their Conditions of Use 314
Moser, Grant—*see* Wallace, David L.

Newstead, Stephen E., Franklyn-Stokes, Arlene, and Armstead, Penny—Individual Differences in Student Cheating 229

O'Donnell, Angela M.—Effects of Explicit Incentives on Scripted and Unscripted Cooperation 74

Patrikakou, Evanthia N.—Investigating the Academic Achievement of Adolescents With Learning Disabilities: A Structural Modeling Approach 435
Perfetti, Charles A.—*see* Rouet, Jean-François
Pillow, Bradford H.—*see* Lovett, Suzanne B.
Pratt, Alice—*see* Vellutino, Frank R.
Pressley, Michael—*see* Brown, Rachel
Purdie, Nola, Hattie, John, and Douglas, Graham—Student Conceptions of Learning and Their Use of Self-Regulated Learning Strategies: A Cross-Cultural Comparison 87

Quilici, Jill L., and Mayer, Richard E.—Role of Examples in How Students Learn to Categorize Statistics Word Problems 144

Reed, JoyLynn H., Hagen, Anastasia S., Wicker, Frank W., and Schallert, Diane L.—Involvement as a Temporal Dynamic: Affective Factors in Studying for Exams .. 101
Robinson, Nancy M., Abbott, Robert D., Berninger, Virginia W., and Busse, Julie—The Structure of Abilities in Math-Precocious Young Children: Gender Similarities and Differences 341
Roche, Lawrence A.—*see* Marsh, Herbert W.
Roeser, Robert W., Midgley, Carol, and Urdan, Timothy C.—Perceptions of the School Psychological Environment and Early Adolescents' Psychological and Behavioral Functioning in School: The Mediating Role of Goals and Belonging 408
Rolfhus, Eric L., and Ackerman, Phillip L.—Self-Report Knowledge: At the Crossroads of Ability, Interest, and Personality 174
Rouet, Jean-François, Britt, M. Anne, Mason, Robert A., and Perfetti, Charles A.—Using Multiple Sources of Evidence to Reason About History 478
Rukavina, Irene, and Daneman, Meredyth—Integration and its Effect on Acquiring Knowledge About Competing Scientific Theories From Text 272
Ryan, Joseph M.—*see* Harrison, Paul D.

Scanlon, Donna M.—*see* Vellutino, Frank R.
Schallert, Diane L.—*see* Reed, JoyLynn H.
Scholes, Roberta J.—*see* Kardash, CarolAnne M.
Schuder, Ted—*see* Brown, Rachel
Sénéchal, Monique, LeFevre, Jo-Anne, Hudson, Ernie, and Lawson, E. Penelope—Knowledge of Storybooks as a Predictor of Young Children's Vocabulary 520
Shaywitz, Bennett A.—*see* Francis, David J.
Shaywitz, Sally E.—*see* Francis, David J.
Shumow, Lee, Vandell, Deborah Lowe, and Kang, Kyungseok—School Choice, Family Characteristics, and Home–School Relations: Contributors to School Achievement? 451

Silk, Christine Murphy—*see* Wallace, David L.
Simpson, Sharon M., Licht, Barbara G., Wagner, Richard K., and Stader, Sandra R.—Organization of Children's Academic Ability-Related Self-Perceptions 387
Sipay, Edward R.—*see* Vellutino, Frank R.
Slusher, Morgan P., and Anderson, Craig A.—Using Causal Persuasive Arguments to Change Beliefs and Teach New Information: The Mediating Role of Explanation Availability and Evaluation Bias in the Acceptance of Knowledge 110
Small, Sheila G.—*see* Vellutino, Frank R.
Snowling, Margaret J., Goulandris, Nata, and Defty, Neil—A Longitudinal Study of Reading Development in Dyslexic Children 653
Solmon, Melinda A.—Impact of Motivational Climate on Students' Behaviors and Perceptions in a Physical Education Setting 731
Stader, Sandra R.—*see* Simpson, Sharon M.
Stanley, Julian C.—*see* Stumpf, Heinrich
Stanovich, Keith E.—*see* Echols, Laura D.
Stevenson, Harold W.—*see* Chen, Chuansheng
Stinson, Michael S., Whitmire, Kathleen, and Kluwin, Thomas N.—Self-Perceptions of Social Relationships in Hearing-Impaired Adolescents 132
Stipek, Deborah, and Gralinski, J. Heidi—Children's Beliefs About Intelligence and School Performance 397
Stuebing, Karla K.—*see* Francis, David J.
Stumpf, Heinrich, and Stanley, Julian C.—Gender-Related Differences on the College Board's Advanced Placement and Achievement Tests, 1982–1992 353
Sullivan, Howard J.—*see* Hannafin, Robert D.
Sweiler, John—*see* Marcus, Nadine

Tapangco, Lene—*see* Mayer, Richard E.
Taylor, Robert W.—*see* Walczyk, Jeffrey J.

Urdan, Timothy C.—*see* Midgley, Carol
Urdan, Timothy C.—*see* Roeser, Robert W.

Van Meter, Peggy—*see* Brown, Rachel
Vandell, Deborah Lowe—*see* Shumow, Lee
Vellutino, Frank R., Scanlon, Donna M., Sipay, Edward R., Small, Sheila G., Pratt, Alice, Chen, RuSan, and Denckla, Martha B.—Cognitive Profiles of Difficult-to-Remediate and Readily Remediated Poor Readers: Early Intervention as a Vehicle for Distinguishing Between Cognitive and Experiential Deficits as Basic Causes of Specific Reading Disability 601
Voyer, Daniel—The Relation Between Mathematical Achievement and Gender Differences in Spatial Abilities: A Suppression Effect 563

Wagner, Richard K.—*see* Simpson, Sharon M.
Walczyk, Jeffrey J., and Taylor, Robert W.—How Do the Efficiencies of Reading Subcomponents Relate to Looking Back in Text? 537
Wallace, David L., Hayes, John R., Hatch, Jill A., Miller, Walden, Moser, Grant, and Silk, Christine Murphy—Better Revision in Eight Minutes? Prompting First-Year College Writers to Revise Globally 682
West, Richard F.—*see* Echols, Laura D.
Whitmire, Kathleen—*see* Stinson, Michael S.
Wicker, Frank W.—*see* Reed, JoyLynn H.
Winer, Gerald A., and Cottrell, Jane E.—Effects of Drawing on Directional Representations of the Process of Vision 704
Worth Gavin, Darlene A.—*see* Byrne, Barbara M.

Zehr, Kathleen S.—*see* Echols, Laura D.

OTHER

Acknowledgment of Ad Hoc Reviewers 585
Acknowledgments 191, 202, 594
American Psychological Association Subscription Claims Information 109, 241, 386, 652
Call for Nominations 493, 749
Editorial 595
Editorial Notice 63
Instructions to Authors 189, 378, 571, 638
Low Publication Prices for APA Members and Affiliates 86, 259, 562, 730
Mentoring Program Available for International Scholars 477
New Editor Appointed 48
New Editor Sought for New *Contemporary Psychology* 190, 379
New Editors Appointed, 1997–2002 2
New Editors Appointed, 1998–2003 ..... 396, 703